

(4) sex-based harassment, including sexual harassment and assault, dating violence, domestic violence, and sex-based stalking;

Whereas since 1972, the United States has made great progress in providing educational opportunities to women and girls and, in 2022, women earned the majority of doctoral, master's, and associate degrees;

Whereas in the 2020–2021 academic year, women earned approximately 60 percent of the bachelor's degrees awarded by institutions of higher education in the United States;

Whereas since 1972, the participation of women and girls in sports has increased by 1,057 percent in high school and greater than 600 percent in college, providing women and girls with the opportunity—

(1) to develop leadership and teamwork skills;

(2) to earn athletic scholarships to help finance a college degree; and

(3) to become successful professional athletes;

Whereas despite the progress that has been made in higher education and athletics, women, girls, pregnant or parenting students, and lesbian, gay, bisexual, transgender, queer, intersex, and gender non-conforming (LGBTQI+) individuals in the United States are still frequently denied equal educational opportunities;

Whereas pregnant and parenting students are more likely to drop out of high school compared to other students, only 50 percent of teenage mothers earn a high school diploma by the age of 22, 38 percent of Black teen mothers and 36 percent of Latina teen mothers never obtain a diploma or GED, and fewer than 2 percent of all teen mothers graduate college by age 30, leading to decreased opportunities for continuing education and employment;

Whereas a 2018 report from the Government Accountability Office found that, compared to White girls, Black girls were 5 times more likely and American Indian and Alaskan Native girls and multiracial girls were nearly 2 and a half times more likely to receive an out-of-school-suspension;

Whereas the number of baccalaureate degrees in science, technology, engineering, and math earned by women has decreased over the past decade and, as of the 2019–2020 academic year, women earn only—

(1) 39.1 percent of physical science degrees;

(2) 18.7 percent of computing degrees;

(3) 20.9 percent of engineering degrees; and

(4) 42.4 percent of mathematics degrees;

Whereas despite representing 60 percent of all students enrolled in colleges and universities in the United States, women hold almost 2/3 of all outstanding student debt (\$929,000,000,000 of the total \$1,762,000,000,000), and the average amount of student debt owed by a woman following the completion of a baccalaureate degree is \$2,700 more than the average amount of student debt owed by a man;

Whereas men still hold the vast majority of leadership positions, while women make up approximately—

(1) 6.4 percent of the chief executive officers of companies included in the S&P 500;

(2) 18 percent of Governors;

(3) 31 percent of executive officers elected in statewide elections; and

(4) 30 percent of college and university presidents;

Whereas when data is disaggregated, women of color have lower rates of—

(1) leadership positions; and

(2) science, technology, engineering, and math degrees;

Whereas despite constituting a majority in their field or industry, women remain under-represented in leadership positions and, for example, constitute—

(1) 50 percent of law school graduates over the past 20 years, but only 31 percent of non-equity partners and 21 percent of equity partners at major law firms;

(2) 76 percent of the health care workforce, but only 27 percent of the chief executive officers of hospitals; and

(3) 44 percent of all National Collegiate Athletic Association Division I, Division II, and Division III student athletes, but only 14 percent of the athletic directors in Division I sports;

Whereas since the enactment of title IX in 1972, inequities in participation opportunities for women and men NCAA athletes have persisted, with women having 60,000 fewer opportunities than men for the 2020–2021 school year;

Whereas women continue to experience sexual harassment and assault—

(1) in elementary and secondary schools;

(2) at colleges and universities; and

(3) in the workplace;

Whereas among individuals in elementary or secondary school, 1 in 4 girls will experience some form of sexual abuse before turning 18 years old, with more than 50 percent of girls in grades 7 through 12 experiencing sexual harassment;

Whereas multiple studies have confirmed that—

(1) 1 in 5 women and 1 in 4 transgender or gender non-conforming students are sexually assaulted on college campuses; and

(2) approximately 20 percent of girls have been the victims of sexual assault or attempted sexual assault while in high school;

Whereas experiencing sexual harassment and discrimination can—

(1) lead to higher rates of depression, anxiety, and suicidal ideation; and

(2) have severe educational and financial consequences and negatively impact academic achievement, including dropping out of school; and

Whereas students face pervasive discrimination and harassment on the basis of sexual orientation and gender identity in school, on college campuses, and in the workplace, which impedes the ability of the students to fully access the educational opportunities to which the students are entitled: Now, therefore, be it

Resolved, That the Senate—

(1) applauds the tremendous increase in educational opportunities for women and girls, including in sports, since the passage of title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.);

(2) encourages the Department of Education and the Department of Justice to protect the rights of students to have safe learning environments by working to ensure schools prevent and respond to discrimination and harassment on the basis of sex, including based on—

(A) pregnancy, childbirth, termination of pregnancy, and medical conditions related to pregnancy, childbirth, and termination of pregnancy;

(B) actual or perceived sexual orientation, gender identity, and sex characteristics;

(C) sex stereotypes; and

(D) sex-based harassment, including sexual harassment, sexual assault, dating violence, domestic violence, and sex-based stalking; and

(3) recognizes the work that still remains to be done to secure the rights and opportunities guaranteed by title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) that no federally funded educational institution shall discriminate against any individual on the basis of sex.

SENATE RESOLUTION 692—RECOGNIZING AND CELEBRATING THE 50TH ANNIVERSARY OF THE ENACTMENT OF TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 INTO LAW

Mrs. BLACKBURN (for herself, Mr. WICKER, Ms. ERNST, and Mrs. HYDE-SMITH) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 692

Whereas, on June 23, 1972, President Richard M. Nixon signed the Education Amendments of 1972 (Public Law 92–318; 86 Stat. 235) into law;

Whereas title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) is commonly referred to and referenced in common vernacular as “title IX”;

Whereas title IX originally read, “No person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”;

Whereas Representatives Patsy T. Mink of Hawaii and Edith Green of Oregon and Senator Birch Bayh of Indiana are recognized as the early authors and sponsors of the legislative proposal that would eventually become title IX;

Whereas, on May 4, 1980, the Department of Education began enforcing title IX through the creation of the Office for Civil Rights;

Whereas, on February 26, 1992, in *Franklin v. Gwinnett County Public Schools*, 503 U.S. 60 (1992), the Supreme Court of the United States unanimously ruled that students who are subjected to sexual harassment in public schools may sue for monetary damages under title IX;

Whereas only 1 in 27 girls participated in school sports before title IX was enacted, and 2 in 5 girls now participate in school sports;

Whereas, in 1972, 12 percent more men than women received college degrees, but today, women are more likely than men to receive college degrees; and

Whereas, since title IX became the law of the land, women and girls have enjoyed increased access to higher education, graduation, athletic participation, and overall advancement in every facet of education: Now, therefore, be it

Resolved, That the Senate—

(1) recognizes and celebrates the 50th anniversary of title IX of the Education Amendments of 1972 on June 23, 2022;

(2) honors and commemorates the work of women's rights activists who led the fight for the equal treatment of men and women in education; and

(3) encourages all women and girls in the United States to continue pursuing academic and athletic accomplishments, if they so choose.

SENATE RESOLUTION 693—RECOGNIZING THE CONTRIBUTIONS OF AFRICAN AMERICANS TO THE MUSICAL HERITAGE OF THE UNITED STATES AND THE NEED FOR GREATER ACCESS TO MUSIC EDUCATION FOR AFRICAN-AMERICAN STUDENTS AND DESIGNATING JUNE 2022 AS AFRICAN-AMERICAN MUSIC APPRECIATION MONTH

Mr. BOOKER (for himself, Mr. BROWN, Mr. DURBIN, Mrs. FEINSTEIN, Ms. KLOBUCHAR, Mr. MENENDEZ, Mr. VAN HOLLEN, and Mr. OSSOFF) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 693

Whereas spirituals, ragtime, blues, jazz, gospel, classical composition, and countless other categories of music have been created or enhanced by African Americans and are etched into the history and culture of the United States;

Whereas the first Africans transported to the United States came from a variety of ethnic groups with a long history of distinct and cultivated musical traditions, brought musical instruments with them, and built new musical instruments in the United States;

Whereas spirituals were a distinct response to the conditions of African slavery in the United States and expressed the longing of slaves for spiritual and bodily freedom, for safety from harm and evil, and for relief from the hardships of slavery;

Whereas jazz, arguably the most creative and complex music that the United States has produced, combines the musical traditions of African Americans in New Orleans with the creative flexibility of blues music;

Whereas masterful trumpeters Louis Armstrong and Miles Davis achieved national and international recognition with the success of "West End Blues" by Louis Armstrong in the 1920s and "So What" by Miles Davis in the late 1950s;

Whereas Thomas Dorsey, the father of gospel music, used his composing talents to merge sacred and secular styles that created a revolution in music;

Whereas talented jazz pianist and vocalist Nathaniel Adams Coles recorded more than 150 singles and sold more than 50,000,000 records;

Whereas the talent of Ella Fitzgerald, a winner of 13 Grammys, is epitomized by a rendition of "Summertime", a bluesy record accompanied by melodic vocals;

Whereas Natalie Cole, the daughter of Nathaniel Adams Coles, achieved musical success in the mid-1970s as a rhythm and blues artist with the hits "This Will Be" and "Unforgettable";

Whereas in the 1940s, bebop evolved through jam sessions, which included trumpeter Dizzy Gillespie and the alto saxophonist Charlie Parker, that were held at clubs in Harlem, New York, such as Minton's Playhouse;

Whereas earlier classical singers such as Elizabeth Taylor Greenfield, one of the first widely known African-American vocalists, and other early African-American singing pioneers, including Nellie Mitchell Brown, Marie Selika Williams, Rachel Walker Turner, Marian Anderson, and Flora Batson Bergen, paved the way for the female African-American concert singers who have achieved great popularity during the last 50 years;

Whereas the term "rhythm and blues" originated in the late 1940s as a way to de-

scribe recordings marketed to African Americans and replaced the term "race music";

Whereas lyrical themes in rhythm and blues often encapsulate the African-American experience of pain, the quest for freedom, joy, triumphs and failures, relationships, economics, and aspiration and were popularized by artists such as Ray Charles, Ruth Brown, Etta James, and Otis Redding;

Whereas soul music originated in the African-American community in the late 1950s and early 1960s, combines elements of African-American gospel music, rhythm and blues, and jazz, and was popularized by artists such as Aretha Franklin, James Brown, Ray Charles, Sam Cooke, Bill Withers, and Jackie Wilson;

Whereas Motown, founded as a record label in 1959, evolved into a distinctive style known for the "Motown Sound", a blend of pop and soul musical stylings made popular by prominent Black artists such as Marvin Gaye, James Mason, and Mary Wells;

Whereas in the early 1970s, the musical style of disco emerged and was popularized by programs such as Soul Train and by artists such as Donna Summer;

Whereas reggae is a genre of music that originated in Jamaica in the late 1960s and incorporates some of the musical elements of rhythm and blues, jazz, mento, calypso, and African music, and was popularized by artists such as Bob Marley;

Whereas rock and roll was developed from African-American musical styles such as gospel and rhythm and blues and was popularized by artists such as Chuck Berry, Bo Diddley, Little Richard, and Jimi Hendrix;

Whereas rap, arguably the most complex and influential form of hip-hop culture, combines blues, jazz, and soul and elements of the African-American musical tradition with Caribbean calypso, dub, and dance hall reggae;

Whereas the development and popularity of old-style rap combined confident beats with wordplay and storytelling, highlighting the struggle of African-American youth growing up in underresourced neighborhoods;

Whereas Dayton, Ohio, known as the "the Land of Funk", helped give rise to the genre of funk as a mixture of soul, jazz, and rhythm and blues and popularized bands such as the Ohio Players, Heatwave, Roger and Zapp, and Lakeside;

Whereas contemporary rhythm and blues, which originated in the late 1970s and combines elements of pop, rhythm and blues, soul, funk, hip hop, gospel, and electronic dance music, was popularized by artists such as Whitney Houston and Aaliyah;

Whereas Prince Rogers Nelson, who was known for electric performances and a wide vocal range, pioneered music that integrated a wide variety of styles, including funk, rock, contemporary rhythm and blues, new wave, soul, psychedelia, and pop;

Whereas the incredible Billie Holiday created a cultural reset by recording "Strange Fruit", originally a poem that depicted lynching in the southern United States, that became the first protest song of the civil rights era;

Whereas the talented jazz artist Duke Ellington pushed boundaries with his hits "It Don't Mean a Thing if It Ain't Got That Swing" and "Sophisticated Lady" and received 13 Grammys as well as the Presidential Gold Medal;

Whereas Sister Rosetta Tharpe, known as the Godmother of Rock 'N Roll, combined her distinctive guitar style with melodic blues and traditional gospel music that influenced the likes of Aretha Franklin and Chuck Berry;

Whereas trailblazer Florence Price is the first noted African-American female composer to gain national status and the first

African-American woman to have her composed work performed by a major national symphony orchestra;

Whereas the classical singer Marian Anderson broke down racial barriers by performing at the Lincoln Memorial in 1939 after being denied to sing in front of an integrated audience at the DAR Constitution Hall in Washington, D.C.;

Whereas country music singer Charley Pride was inducted into the Country Music Hall of Fame in 2000 and has over 40 number 1 country hits;

Whereas Nina Simone, one of the most prominent and extraordinary soul singers, has music spanning over 4 decades that has impacted generations with her detailed story telling;

Whereas musician Bobby McFerrin brought joy to audiences everywhere with his smash hit "Don't Worry Be Happy";

Whereas famous saxophone player John Coltrane made his impact on genres like bebop, jazz, and rhythm and blues through his work such as "A Love Supreme";

Whereas musical force Marvin Gaye used his versatility as an artist to produce hits like "I Heard It Through the Grapevine" and "Ain't No Mountain High Enough";

Whereas a recent study by the Department of Education found that only 28 percent of African-American students receive any kind of arts education;

Whereas African-American students scored the lowest of all ethnicities in the most recent National Assessment for Educational Progress arts assessment;

Whereas students who are eligible for the school lunch program established under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) have significantly lower scores on the music portion of the National Assessment for Educational Progress arts assessment than students who are ineligible for that program, which suggests that students in low-income families are disadvantaged in the subject of music;

Whereas a recent study found that—

(1) nearly ¾ of music ensemble students were White and middle class, and only 15 percent of those students were African American; and

(2) only 7 percent of music teacher licensure candidates were African American; and

Whereas students of color face many barriers to accessing music education and training, especially students in large urban public schools: Now, therefore, be it

Resolved, That the Senate—

(1) recognizes—

(A) the contributions of African Americans to the musical heritage of the United States;

(B) the wide array of talented and popular African-American musical artists, composers, songwriters, and musicians who are underrecognized for contributions to music;

(C) the achievements, talent, and hard work of African-American pioneer artists and the obstacles that those artists overcame to gain recognition;

(D) the need for African-American students to have greater access to, and participation in, music education in schools across the United States; and

(E) Black History Month and African-American Music Appreciation Month as an important time—

(i) to celebrate the impact of the African-American musical heritage on the musical heritage of the United States; and

(ii) to encourage greater access to music education so that the next generation may continue to greatly contribute to the musical heritage of the United States; and

(2) designates June 2022 as "African-American Music Appreciation Month".